

CLASSROOM GUIDE

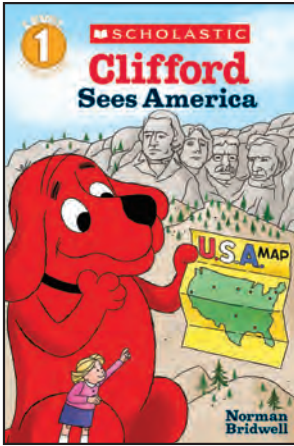


SCHOLASTIC READERS

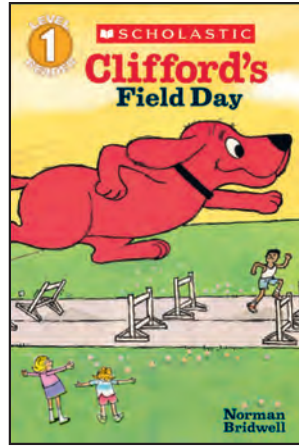
Introduce young readers to the joy and fun of learning with this leveled reading program for grades PreK to 3



Meets Common Core State Standards— SEE INSIDE



Clifford Sees America
By Norman Bridwell
978-0-545-23144-2 • \$3.99



Clifford's Field Day
By Norman Bridwell
978-0-545-22325-6 • \$3.99

Level 1 fiction books offer:

- ✓ Simple, easy-to-follow storylines
- ✓ High-frequency sight words
- ✓ New, challenging vocabulary
- ✓ Uncluttered illustrations
- ✓ Visual clues to assist in comprehension
- ✓ One to four sentences per page

CLIFFORD

A favorite character in children's books for over fifty years, Clifford always manages to fill the hearts and tickle the funny bones of children everywhere.

Teaching tips that align with Common Core State Standards for Reading Literature

For Clifford:

Retelling: After reading a Clifford story, have students retell it by sharing what happened at the beginning, middle, and end. RL K.2, RL 1.2

Character Clifford: Ask students to list what makes Clifford a great pet. What would be some challenges in having Clifford as a pet? RL K.3, RL 1.3

Word Walk: Before reading a book in the Clifford series, have students conduct a word walk to identify words on a page that are unfamiliar. RL K.4

Story Structure: Have students examine the text in a Clifford story. Which words or phrases stand out? What are the illustrations for? Why did the author write this story? RL K.5, RL 1.5

Clifford's Clues: When reading a Clifford story, have students scan the illustrations to gain context clues about the text. RL K.7, RL 1.7

For All Level 1 Fiction Titles:

Turn and Talk: When encountering an unfamiliar word in a text, have students turn and talk to the person next to them and ask questions to determine the meaning and pronunciation of the word. RL K.4, RL 1.4

Fiction Finder: After reading several fiction books, have students share three things that make the book fiction. RL K.5, RL1.5

Author, Author!: In order for students to understand the role of an author, read the story and then ask students which words the author used to provide details and ideas. RL K.6

Alike and Different: Have students select two characters from books that they have read. Create a T-chart with one side describing how the characters are alike and the other side describing how they are different. RL K.9, RL 1.9

Character Collection: After reading a story, have students write the name of the main character (or characters) on a piece of paper and place it in a jar or bag. Once several stories have been read, have each student draw two names from the jar and then share how the characters' experiences were the same or different. RL K.9, RL 1.9

Additional Level 1 Fiction Titles



Bob Books:
Outdoor Adventures!
By Lynn Maslen Kertell
Illustrated by Sue Hendra
978-0-545-38271-7 • \$3.99



Steve and Wessley:
The Ice Cream Shop
Written and illustrated by
Jennifer E. Morris
978-0-545-61481-8 • \$3.99



Little Big Horse:
Where's My Bike?
Written and illustrated by
Dave Horowitz
978-0-545-49214-0 • \$3.99



Itchy, Itchy Chicken Pox
By Grace MacCarone
Illustrated by Betsy Lewin
978-0-590-44948-9 • \$3.99



The Saturday Triplets:
Lost in the Leaf Pile
By Katharine Kenah
Illustrated by Tammie Lyon
978-0-545-48143-4 • \$3.99

Available
May 2014!



Discover More: Petting Zoo
By Gail Tuchman
978-0-545-63631-5 • \$3.99



Discover More: Things That Go
By James Buckley, Jr.
978-0-545-53376-8 • \$3.99

Level 1 informational texts offer:

- ✓ Topics of interest to young readers
- ✓ New and challenging vocabulary
- ✓ Engaging layout and design
- ✓ Variety of text features
- ✓ Clear, crisp photographs

DISCOVER MORE

The Discover More series of informational texts feature topics children enjoy, interesting text, and intriguing photographs that promote critical thinking skills.

Teaching tips that align with Common Core State Standards for Reading Informational Text

For Discover More:

Show-U-Know: After reading a book in the Discover More Readers series, have students respond by stating, "I see _____. I think _____. I wonder _____." RI K.1, RI 1.1

Book Lookbacks: Present students with several questions based on their reading of *Things That Go*. Demonstrate how to look back in the text and read the sentence containing the answer. RI K.3

VIW: Very Important Words: Before, during, and after reading *Petting Zoo*, have students identify VIWs they discover and write them on chart paper. These words might be printed in bold or a unique font, be ones that are unfamiliar, or may be ones students want to incorporate into their writing. RI K.4, RI 1.4

Question the Photograph: The photographs in *Petting Zoo* provide additional information about animals. Prompt students to examine the photos and ask questions. Write the questions on a sticky note and place them next to the photograph to respond to now or later. RI K.7

Paired Reading: As one student reads aloud, another listens to the informational text in *Planets*. The listener raises his or her hand when hearing a detail that is important to the topic. The reader can agree or disagree with the listener's answer. RI 1.8

For All Level 1 Nonfiction Titles:

I.D. the T.F.: Provide students with three sticky notes each. List one book feature (such as book cover, title page, caption, and glossary) on each sticky note. Ask students to place their sticky notes on the corresponding pages of their informational book. RI K.5, RI 1.5

What's the Big Idea?: After reading, have students share what they think is the main idea or topic of the book and why. RI K.2, RI 1.2

I See . . . I Wonder: Demonstrate this strategy by reading aloud a text to students. When you "see" a word that is unfamiliar, write it down on a chart, and then add an "I wonder" statement based on context clues. RI K.4, RI 1.4

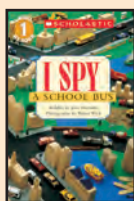
Question the Author: As students read informational text, have them identify the main idea, important facts presented in the book, and new words they discovered. Discuss why these were important to include in the book. RI K.8, RI 1.8

Read, Remember, Retell: After reading a portion or all of the book, have students retell what they have read by chunking information into their summary statements. RI K.10, RI 1.10

Additional Level 1 Nonfiction Titles



Plenty of Penguins
By Sonia W. Black
Illustrated by Turi MacCombie
978-0-439-09832-8 • \$3.99



I Spy: A School Bus
By Jean Marzollo
Photographs by Walter Wick
978-0-439-52473-5 • \$3.99



From Tadpole to Frog
By Kathleen Weidner Zoehfeld
978-0-545-27337-4 • \$3.99



Bats
By Lily Wood
978-0-545-23754-3 • \$3.99

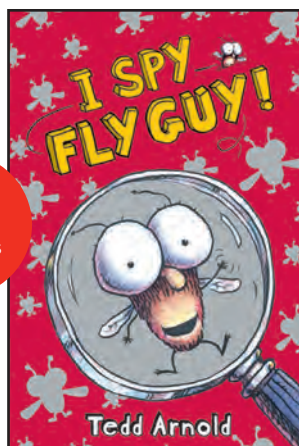


Discover More: Planets
By Gail Tuchman
978-0-545-57270-5 • \$3.99

Available
April 2014!



Geisel
Honor
Winners



Hi! Fly Guy
Written and illustrated by Tedd Arnold
978-0-439-85311-8 • \$3.99

I Spy Fly Guy!
Written and illustrated by Tedd Arnold
978-0-545-11028-0 • \$6.99

Level 2 fiction books offer:

- ✓ Favorite characters
- ✓ Longer sentences
- ✓ Punctuation that supports reading with expression
- ✓ New and specialized vocabulary
- ✓ High-interest storylines

FLY GUY

Is Fly Guy a pet or a pest? This engaging series is a shoo-in for independent readers. The humorous, action-packed stories contain cartoon illustrations, clear font, and careful word choice.

Teaching tips that align with Common Core State Standards for Reading Literature

For the Fly Guy Series:

I Know This Because: During and after reading, ask students questions about details in the text and have students explain their answers. For example, after reading *Buzz Boy and Fly Guy*, ask the question, “Why is Fly Guy a superhero?” Have students provide their answer and explain their reasoning for their answer by saying, “I know this because . . .” RL 1.1, RL 2.1

Flow Chart Retelling: A flow chart is a way for readers to organize sequential information. Using three boxes, have students write or draw the first event in box one, the next event in the second box, and finally the third event in the last box. Then students will retell a Fly Guy story using this flow chart structure. RL 1.3, RL 2.3

Character Comments: After reading a Fly Guy story, have students write one or more character quotations on a strip of paper. Have students pair up and ask each other to identify the character that said each quotation. RL 1.6, RL 2.6

Telling Pictures: Have students revisit the pages of a Fly Guy story and choose three illustrations that display important events in the plot or present images that offer details about the characters. RL 1.7, RL 2.7

Fly Guy Adventures: As students read books in the Fly Guy series, have them create a comparison chart to write or draw a picture of the adventure Fly Guy or Buzz has in each book. RL 1.9

For All Level 2 Fiction Titles:

Give Me Five: Before reading, have students trace their hand on a sheet of paper. Then, during and after reading, have them write out one question related to the text on each finger of the hand outline. Students can also exchange their hand tracings and answer each other’s questions. RL 1.1, RL 2.1

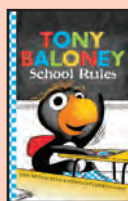
Topping the List: After reading a story, students should identify the top three story events and how characters responded. This activity can be adapted to a Top 5 or Top 10 List, when appropriate. RL 1.3, RL 2.3

Point of View: During reading, ask students to describe the character’s point of view about an event in the story: What feelings does the character exhibit? How does the reader know that’s how the character feels? Do other characters express a point of view? RL 1.6, RL 2.6

Checklist Comparison: After reading two or more books in the Fly Guy series, students create a checklist of things the stories have in common. RL 1.9, RL 2.9

Book Buddies: Pair students as book buddies and have them discuss the story’s beginning, setting, main characters, problems, solutions, and story ending. Also have them examine the illustrations for other meaning-making clues. RL 1.10, RL 2.10

Additional Level 2 Fiction Titles



Tony Baloney: School Rules
By Pam Muñoz Ryan
Illustrated by Edwin Fotheringham
978-0-545-48166-3 • \$6.99



**Flash Forward Fairy Tales:
Cinderella in the City**
By Cari Meister
Illustrated by Erica-Jane Waters
978-0-545-56568-4 • \$3.99

Available
August
2014!



**Tales of the Time Dragon #1:
Days of the Knights**
By Robert Neubecker
978-0-545-54900-4 • \$3.99

Available
March
2014!



Twin Magic: Lost Tooth Rescue!
By Kate Ledger
Illustrated by Kyla May
978-0-545-48025-3 • \$3.99



**Hot Rod Hamster #1:
Hot Rod Hamster and the
Wacky Whatever Race!**
By Cynthia Lord
Illustrated by Derek Anderson
978-0-545-62678-1

Available
September
2014!



Nic Bishop: Butterflies
By Nic Bishop
978-0-545-28434-9 • \$3.99



Nic Bishop: Spiders
By Nic Bishop
978-0-545-23757-4 • \$3.99

Level 2 informational texts offer:

- ✓ Topics of interest to developing readers
- ✓ Varying sentence length and complexity
- ✓ New and challenging vocabulary
- ✓ Appealing text features
- ✓ Clear, crisp photographs

NIC BISHOP

Author and photographer, Nic Bishop, combines easy-to-read text with eye-catching photographs to introduce fun facts about topics such as butterflies, frogs, and spiders.

Teaching tips that align with Common Core State Standards for Reading Informational Text

For Nic Bishop:

Best of Bishop: On one set of sentence strips, write down questions from *Butterflies*, *Frogs*, or *Spiders*. On a second set of strips, write down key details. Students then match up the question strip with the correct details. RI 1.1, RI 2.1

Five Photo Match-Up: Have students use the photo index text feature located at the end of *Spiders*. After selecting five photos, have students return to the pages with information about that specific spider. They retell what they have learned using only the photo index. RI 1.2, RI 1.5, RI 2.5

Marking Text: Provide sticky notes to students as they read independently to mark sections they understand and can explain, portions that need further clarification, or pages where they could create their own explanations, pictures, or diagrams. RI 1.2, RI 2.2

Author POV: Ask students to consider the author's point of view as they respond to: Who wrote this text? What did the author want to teach or explain? How do you think the author feels about this topic? RI 2.6

Illustration Examination: Work with students to create a list of questions they might consider as they examine illustrations/photographs with a partner. Have them consider how specific images contribute to and clarify a text. RI 1.7, RI 2.7

For All Level 2 Nonfiction Titles:

Thick and Thin: After students read an informational book, ask "thick and thin questions." Thin questions are literal or recall questions while thick questions require deeper or critical thinking. RI 1.1, RI 2.1

Organizing Information: Have students select a word to analyze. Then they will create a two-block organizer with the word definition in one box and characteristics of the word in the second. RI 1.4, RI 2.4

Feature Finder: Ask students questions to identify various text features in an informational book. Next, have them explain the purpose for the text feature and what information it provided. RI 1.5, RI 2.5

Read to Discover: Write a variety of questions about one or more informational books. After students randomly select a question, have them reread the text to find information to answer the question. RI 1.8, RI 2.8

2-2-2: After students read two informational books on the same topic, have them identify two similarities and two differences between the texts. RI 1.9, RI 2.9

Additional Level 2 Nonfiction Titles



Fly Guy Presents: Space
By Tedd Arnold
978-0-545-56492-2 • \$3.99



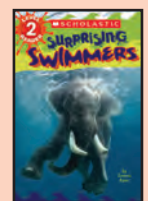
Mixed-Up Pups
By Ed Masessa
978-0-545-53244-0 • \$3.99



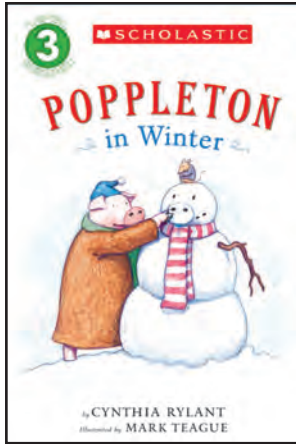
Discover More: Shark Attack!
By Gail Tuchman
978-0-545-53377-5 • \$3.99



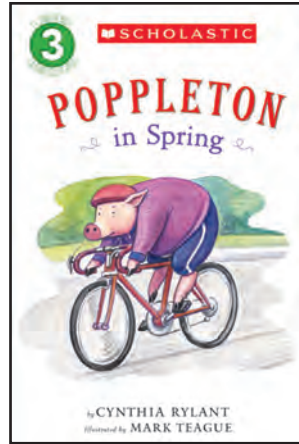
Animal Disguises
By Emma Ryan
978-0-545-31763-4 • \$3.99



Surprising Swimmers
By Emma Ryan
978-0-545-55266-0 • \$3.99



Poppleton in Winter
By Cynthia Rylant
Illustrated by Mark Teague
978-0-545-06823-9 • \$3.99



Poppleton in Spring
By Cynthia Rylant
Illustrated by Mark Teague
978-0-545-07867-2 • \$3.99

Level 3 fiction books offer:

- ✓ Longer, more complex text
- ✓ Variation in sentence length and structure
- ✓ Expanded dialogue
- ✓ Sophisticated plots
- ✓ Rich vocabulary and descriptive language

POPPLETON

These easy-to-read books combine stories about friendship and common experiences. Poppleton has quirky adventures that entertain readers while highlighting the challenges and joys of everyday life.

Teaching tips that align with Common Core State Standards for Reading Literature

For the Poppleton Series:

Character Connection: Poppleton often has a range of emotions resulting from problem solving and interactions with friends. Have students list Poppleton’s different emotions and then find the evidence in the text where Poppleton displays those emotions. RL 3.1, RL 3.3

Before and After: Have students sketch drawings and write words on the “before” side of a T-chart to communicate the traits, feelings, and motivations of Poppleton at the beginning of the story. Then have students sketch or write the changes the character goes through at the end. Be sure students write the page number to note the evidence to support their thinking. RL 2.3, RL 3.3

Winning Words: Encourage students to write down words that are unfamiliar, have an interesting sound, or are ones they want to incorporate into their writing. RL 2.4, RL 3.4

In My View: After students have read a Poppleton book, have them select one of the other characters, such as Cherry Sue, and rewrite the story from her point of view. RL 2.6, RL 3.6

Mood Tracker: Poppleton’s moods are expressed through his facial expressions and body language. Have students list the various moods they see conveyed through Teague’s illustrations and identify text that supports their thinking. RL 3.3, RL 2.7, RL 3.7

For All Level 3 Fiction Titles:

Dialogue Digs: Offer a list of questions related to Level 3 books and have students discuss them in writing as pen pals. Be sure they find evidence in the text to support their ideas. RL 2.1, RL 3.1

Character Pyramid: Use a graphic organizer to have students identify character traits, relationships between characters, behaviors and the problems of the character, and how each character changed in the book. RL 2.3, RL 3.3

Key Events: As students explore story structure in Level 3 chapter books, have them indicate the chapter number, name the key event, and then describe it in one or two sentences. RL 2.5, RL 3.5

Character Evaluation: Encourage students to consider a character from multiple perspectives. Have them write their responses to: What do you think about this character? How does another character view this character? What does the author think about this character? RL 2.6, RL 3.6

Compare & Contrast: Have students read two books by the same author or about the same character. Using two columns or a Venn diagram, have them describe the setting for each book, the problem faced by each main character, how the problem was addressed or solved, and the theme of each book. RL 3.9

Additional Level 3 Fiction Titles



Fluffy Goes Apple Picking
By Kate McMullan
Illustrated by Mavis Smith
978-0-439-31420-6 • \$3.99



Fluffy and the Firefighters
By Kate McMullan
Illustrated by Mavis Smith
978-0-439-12917-6 • \$3.99



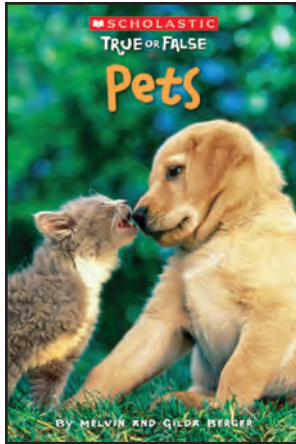
**Pony Mysteries #1:
Penny and Pepper**
By Jeanne Betancourt
Illustrated by Kellee Riley
978-0-545-11508-7 • \$3.99



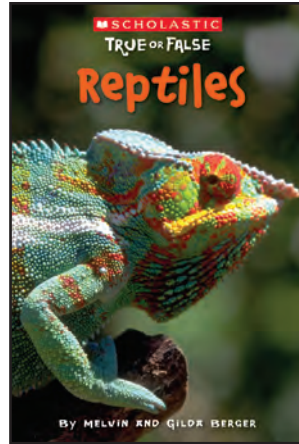
Even Steven and Odd Todd
By Kathryn Cristaldi
Illustrated by Henry B. Morehouse
978-0-590-22715-5 • \$3.99



The Frog Prince
Retold by Edith H. Tarcov
Illustrated by James Marshall
978-0-590-46571-7 • \$3.99



True or False: Pets
By Melvin and Gilda Berger
978-0-545-00396-4 • \$4.99



True or False: Reptiles
By Melvin and Gilda Berger
978-0-545-00393-3 • \$4.99

Level 3 informational texts offer:

- ✓ New, challenging vocabulary
- ✓ Interesting, engaging formats
- ✓ Extended text features
- ✓ Interesting topics
- ✓ Unique perspectives

TRUE OR FALSE

Each book in this science series contains twenty-two true or false questions with full-color photographs. Questions are posed on the right side page with the answer revealed when the page is turned.

Teaching tips that align with Common Core State Standards for Reading Informational Text

For the True or False Series:

Question & Answer: Before reading a True or False book, have each student fold a sheet of paper in half. On one side of the paper, students should write three “What I Wonder” questions about the topic using Who, What, When, Where, Why, and How. As they read the book, have students write answers to their questions on the opposite side of the paper, citing the page number. RI 2.1, RI 3.1

Details, Details!: Have students write down an interesting piece of information and then record three details or examples the author provides about that item. RI 3.2

Four Fold: Ask students to fold their papers into four boxes. Then have them select a word from a True or False book and write the word in the first box, the definition in the second, a picture or symbol representing the word in the third, and a sentence using the word in the fourth box. RI 2.4, RI 3.4

Three Facts and a Fib: After reading a True or False book, have students revisit the text and write down three facts related to the text and illustrations and then create one “fib.” Next, have other students try to guess which “fact” is the fib. RI 2.5, RI 3.5, RI 3.7

For All Level 3 Nonfiction Titles:

3-2-1: After reading a Level 3 informational text, have students write down three things they discovered, two interesting words, and one question they still have about the book’s topic. RI 2.1, RI 3.1

Sequence Chain: Ask students to create a cause and effect sequence chain by generating a list of procedures or events in a book using the words: first, next, and last. RI 2.3, RI 3.3

Text Feature Scavenger Hunt: On sticky notes, have students write various text features such as table of contents, index, caption, side bar, or glossary. Then ask students to place each sticky note on the appropriate feature and explain the purpose of the feature. RI 2.5, RI 3.5

Pause & Ponder: Divide the book into four sections. At the end of each section, have students pause to consider what information the illustrations in that section convey and how the illustrations connect or expand upon the information in the text. RI 2.7, RI 3.7

Signal Words: Have students look for signal words for texts that assist in summarizing or connecting information, such as: *Description*: for example, for instance, such as, most important; *Sequence*: first, next, finally, not long after, then; *Cause/Effect*: so, as a result, because, if...then; and *Compare/Contrast*: like, unlike, in contrast, however, both, also, too. RI 2.8, RI 3.8



Discover More: Volcanoes
By Laaren Brown
978-0-545-53378-2 • \$3.99



20 Questions: Why Do Zebras Have Stripes?
By Gilda and Melvin Berger
978-0-545-56323-9 • \$4.99



Remembering the Titanic
By Frieda Wishinsky
978-0-545-35844-6 • \$3.99



When I Grow Up: Sonia Sotomayor
By AnnMarie Anderson
978-0-545-66479-0 • \$3.99

Available
September
2014!



Panda Patrol
By Juliana, Isabella,
and Craig Hatkoff
978-0-545-43410-2 • \$3.99

Additional Level 3 Nonfiction Titles

Scholastic Readers Levels

	Page Count	Lines Per Page	Characters Per Line	Word Count	Guided Reading Levels	Lexile
Level 1 Readers (Beginning/Early Reader)	32	1–4 lines (average: 2)	27 max	50–250	A–I	Approx. BR-400
Level 2 Readers (Developing Reader)	32	3–8 lines (average: 4–5)	34 max	250–750	J–N	Approx. 400-650
Level 3 Readers (Growing/Independent/ Transitional Reader)	32–48	6–12 lines (average: 6–8)	38 max	700–1500	O–Q	Approx. 650-850

Common Core State Standards for Grades K–3 Referenced in This Guide

Reading Standards for Literature (RL) and Informational Text (RI)

Key Ideas and Details

K-3.1. Ask and answer questions about key details in a text; demonstrate understanding of a text, referring explicitly to the text.

K-3.2. Retell stories, demonstrating understanding of their central message or lesson; identify the main topic of informational text.

K-3.3. Describe characters, settings, and major events; describe how characters respond to, and/or contribute to, the sequence of events; describe the relationships between individuals, events, and ideas.

Craft and Structure

K-3.4. Identify and learn the meaning of key words or phrases; explain how they describe feelings, provide rhythm, or contribute metaphor; explain relevant domain-specific words and phrases.

K-3.5. Distinguish between fiction and nonfiction; describe the structure of a text; understand how to use a table of contents, index, etc.

K-3.6. Identify the narrator of a story; understand different points of view; identify the main purpose of a text.

Integration of Knowledge and Ideas

K-3.7. Describe how illustrations contribute to the meaning or the main ideas of a text.

K-3.8. (Informational Text only) Identify the reasons an author gives to support points in a text; describe logical connections, cause and effect, sequence of ideas.

K-3.9. Compare and contrast the experiences of characters; compare and contrast different books in a series; describe similarities and differences between texts.

Range of Reading and Level of Text Complexity

K-3.10. By the end of the year, proficiently read and comprehend literature or informational text of appropriate grade-level complexity.

Visit www.scholastic.com/catalogs for the complete Scholastic Readers catalog.

